

Assessment Annotations for the Curriculum Frameworks

Health Education and Physical Education (Healthy, Active Living) Grades 5 and 9



Missouri Department of Elementary and Secondary Education

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HEALTH AND PHYSICAL EDUCATION ASSESSMENT ANNOTATIONS

For the Health and Physical Education Curriculum Frameworks

This document provides supplemental assessment information to Missouri's *Framework for Curriculum Development in Health Education and Physical Education (Healthy, Active Living) K-12*. The assessment annotations found in the third column of this document are intended to provide information for administrators, curriculum directors, and teachers concerning what is "fair game" for the new statewide assessment in 5th and 9th grades in health and physical education.

Teachers attending nine regional meetings in August were involved in determining what content and processes should be assessed on the state assessment and what should be assessed locally. Since the curriculum frameworks were developed for K-4,5-8 and 9-12 grade ranges and the state assessment will be given at grades 5 and 9, teachers worked as an elementary group and as a secondary group. The elementary group reviewed both the K-4 and 5-8 sections of the curriculum frameworks to determine appropriate content for the 5th grade state assessment. The secondary group reviewed the 5-8 and 9-12 sections of the curriculum frameworks to determine appropriate content for the 9th grade state assessment.

Please note that content from the 5-8 section is often listed as being assessed at both the 5th and 9th grade level with the understanding that the questions will be more challenging and will require students to use higher order thinking skills on the 9th grade assessment.

Please note that **not all** of the content identified as state assessment will be included on the test in any given year. The number of test items developed to assess health and physical education content and processes may vary from year to year.

V. PHYSICAL ACTIVITY AND LIFETIME WELLNESS---ASSESSMENT NOTES'

A. Personal Fitness/Wellness

B. Responsible Personal and Social Behavior in Physical Activity Settings

C. Injury Prevention/Treatment and Rehabilitation

K-12 Content Overview

Physical activity is an integral part of a multifaceted wellness lifestyle. Regular participation in physical activity has far reaching effects upon the quality and quantity of life. Scientific studies indicate there are significant differences in the health status of individuals who are active versus those who have a sedentary lifestyle. Schools can assist students to gain an understanding of the importance of developing and maintaining optimum fitness. Instruction in the principles of physical fitness will address the issues of frequency, intensity and time (FIT) types of physical activity and their effects on the body as well as designing and implementing personal fitness plans. Learning safe and appropriate warm-up and cool-down activities in order to prevent injuries is also an important topic to be addressed.

Students develop appropriate and responsible personal and social behaviors by working independently and with others during planned physical activity. Students learn that effective group work depends on cooperation and fair competition. They also learn to assess situations and to identify and solve problems. Students learn to respect others and appreciate the diversity of our society. The acquisition of positive social skills also contributes to the mental health and well-being of each student by combating risk factors for substance abuse and other social problems.

V. PHYSICAL ACTIVITY AND LIFETIME WELLNESS

A. Personal Fitness/Wellness

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 4, all students should know that</i></p> <ol style="list-style-type: none"> Gaining basic knowledge of the components of health-related fitness is essential to understanding that exercise contributes to good health. (HP 4) Learning the internal and external body parts and their relationship to developing a healthy body helps in understanding their physical self. (HP 1) There are physiological signs associated with engagement in rigorous physical activity. (HP 1, 4) 	<p><i>By the end of grade 4, all students should be able to</i></p> <ol style="list-style-type: none"> identify the components of health-related fitness and relate their importance to individual well-being (4.1) differentiate between aerobic and anaerobic exercises when performing individual routines (1.6) select and participate regularly in physical activities for the purpose of improving skills and health (4.7) identify the major structures and functions of the circulatory, respiratory, muscular and skeletal systems and relate them to the development of a healthy body (1.6) use technological tools and other resources to locate, select and organize information (1.4) recognize the physiological indicators, that accompany moderate and vigorous physical activity (1.10) 	<ol style="list-style-type: none"> Grade 5 State Assessment <ol style="list-style-type: none"> Grade 5 State Assessment Grade 5 State Assessment Grade 5 Local Assessment Grade 5 State Assessment <ol style="list-style-type: none"> Grade 5 State Assessment Grade 5 State Assessment <ol style="list-style-type: none"> Grade 5 Local assessment Grade 5 State Assessment

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 4, all students should know that</i></p> <p>4. Health-related fitness testing is conducted for personal fitness assessment. (HP 4)</p> <p>5. Stress is present in many forms at all developmental levels and effective coping and management skills must be learned. (HP 2)</p> <p>6. Wellness is developing a positive attitude and quality of life that involves proper diet, exercise, time for recreation, time for work and time for family. (HP 2)</p>	<p><i>By the end of grade 4, all students should be able to</i></p> <p>a. demonstrate an improved and/or acceptable level of performance on a health-related fitness test (4.7)</p> <p>b. associate results of fitness testing to health status and the ability to perform various activities (1.6)</p> <p>a. recognize ways to manage common sources of stress (4.7)</p> <p>a. use technological tools and other resources to locate, select and organize information (1.4)</p> <p>b. explain the role of nutrition and physical fitness in the maintenance of optimal health (2.1)</p> <p>c. recognize that substance use and abuse is detrimental to a healthy lifestyle (3.1)</p>	<p>4. Grade 5 State Assessment</p> <p>a. Grade 5 Local Assessment</p> <p>b. Grade 5 State Assessment</p> <p>5. Grade 5 State Assessment</p> <p>a. Grade 5 State Assessment</p> <p>6. Grade 5 State Assessment</p> <p>a. Grade 5 Local Assessment</p> <p>b. Grade 5 State Assessment</p> <p>c. Grade 5 State Assessment</p>

V. PHYSICAL ACTIVITY AND LIFETIME WELLNESS
B. Responsible Personal and Social Behavior in Physical Activity Settings

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
<i>By the end of grade 4, all students should know that</i>	<i>By the end of grade 4, all students should be able to</i>	
1. Responsible behavior centers around the development of personal and social responsibility, and acceptable behaviors for physical activity settings can be learned and utilized. (HP 2, 4)	a. work independently and on task for short periods of time and exhibit appropriate behavior in a variety of settings (4.3)	1. Grade 5 Local Assessment a. Grade 5 Local Assessment
	b. work cooperatively and productively with a partner or small group to achieve group goals (4.6)	b. Grade 5 Local Assessment
2. The purposes for activity, specific safe practices, rules, procedures and etiquette should be identified and followed with few reminders. (HP 4)	a. recognize safety principles and etiquette in activity situations, considering self and others (4.7)	2. Grade 5 State Assessment a. Grade 5 State Assessment
	b. differentiate between courageous and reckless acts (3.1)	b. Grade 5 Local Assessment
3. Physical activity provides the opportunity for enjoyment, challenge, self-expression and social interaction. (HP 4)	a. use physical activity as a means of self-expression and enjoy interaction with friends and family members (4.7)	3. Grade 5 Local Assessment a. Grade 5 Local Assessment
	b. willingly try new activities to refine skills through self-motivated practice (4.7)	b. Grade 5 Local Assessment
4. Developing an understanding and respect for differences among people is an integral part of participation in physical activity. (HP 4)	a. recognize the attributes that individuals with differences can bring to group activities, i.e., cultural, ethnic, etc. (2.3)	4. Grade 5 State Assessment a. Grade 5 Local Assessment

V. PHYSICAL ACTIVITY AND LIFETIME WELLNESS

C. Injury Prevention/Treatment and Rehabilitation

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 4, all students should know that</i></p> <ol style="list-style-type: none"> Prevention techniques for exercise-related injuries include warm-up, stretching, conditioning and cool down; the use of protector gear; use of proper technique in skill performance; and the implementation of safety practices. (HP 4) Prevention and treatment techniques involve identifying safe and potentially unsafe situations, developing a competent skill level to allow for safe participation, and being able to provide appropriate assistance in an emergency, such as calling 9 11. (HP 7) 	<p><i>By the end of grade 4, all students should be able to</i></p> <ol style="list-style-type: none"> distinguish between the terms warm-up, cool-down, stretching and conditioning (1.6) recognize appropriate warm-up, cool-down and flexibility activities and importance of each to injury prevention (1.6) demonstrate a variety of flexibility, warm-up, cool-down, and conditioning activities (1.10) discuss the importance of safety in all activities in relation to environmental conditions, proper technique and the use of protective gear (1.10) recognize health enhancing behaviors which reduce health risks (4.7) use technological tools and other resources to locate, select and organize information (1.4) 	<ol style="list-style-type: none"> Grade 5 State Assessment <ol style="list-style-type: none"> Grade 5 State Assessment Grade 5 State Assessment Grade 5 Local Assessment Grade 5 State Assessment Grade 5 State Assessment <ol style="list-style-type: none"> Grade 5 State Assessment Grade 5 Local Assessment

V. PHYSICAL ACTIVITY AND LIFETIME WELLNESS

A. Personal Fitness & Wellness

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 8, all students should know that</i></p> <ol style="list-style-type: none"> Health-related fitness includes muscular strength, endurance, body composition, flexibility and cardiovascular fitness. (HP 4) Skill-related fitness includes coordination, agility, balance, power, speed and reaction time. (HP 4) Principles of exercise play a vital role in establishing personal fitness goals. (HP 4) 	<p><i>By the end of grade 4, all students should be able to</i></p> <ol style="list-style-type: none"> differentiate between activities that will improve skill-related components versus those that will improve health related components of fitness; correctly demonstrate a variety of activities for both (3.5; 1.10) determine personal target heart rate and understand its importance to cardiovascular training (4.7) <ol style="list-style-type: none"> define the acronym FIT and the principles of overload, progression and specifically as they relate to exercise (1.10) use technological tools to locate, select and organize information (1.4) 	<ol style="list-style-type: none"> Grade 5 State Assessment Grade 9 State Assessment <ol style="list-style-type: none"> Grade 5 State Assessment (health-related components only) Grade 9 State Assessment Grade 9 State Assessment Grade 9 State Assessment <ol style="list-style-type: none"> Grade 9 State Assessment Grade 9 Local Assessment

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 8, all students should know that</i></p> <p>4. Health-related fitness tests are administered to; assess personal fitness levels, set personal goals and develop plans for self-improvement. (HP 2, 4)</p> <p>5. Stress is a physiologic and mental response to a stressor. The problem is not stress itself, but how we react to it. Understanding the role of stress management, assist the individual in maintaining health and achieving optimal performance. (HP 2)</p> <p>6. Wellness refers to the development of the total individual. Social, emotional, physical and mental needs of the individual are important to total wellness (HP 2)</p>	<p><i>By the end of grade 4, all students should be able to</i></p> <p>a. demonstrate an improved and/or acceptable level of health fitness standards as defined by a recognized fitness test (4.7)</p> <p>b. recognize the relationship of regular exercise to the development of the individual (1.6)</p> <p>c. use technological tools and other resources to locate, select and organize information. (1.4)</p> <p>a. recognize skills necessary to reduce and manage stress (4.7)</p> <p>a. identify and evaluate responsible decision-making behaviors as they affect wellness (4.1; 4.7)</p> <p>b. identify benefits resulting from participation in different forms of physical activities (3.8)</p> <p>c. determine the relationship between nutrition, exercise and weight control (1.6)</p> <p>d. use technological tools and other resources to locate, select and organize information. (1.4)</p>	<p>4. Grade 5 State Assessment Grade 9 State Assessment</p> <p>a. Grade 5 Local Assessment Grade 9 Local Assessment</p> <p>b. Grade 5 State Assessment Grade 9 State Assessment</p> <p>c. Grade 5 Local Assessment Grade 9 Local Assessment</p> <p>5. Grade 5 State Assessment a. Grade 9 State Assessment</p> <p>6. Grade 5 State Assessment Grade 9 State Assessment</p> <p>a. Grade 5 State Assessment Grade 9 State Assessment</p> <p>b. Grade 5 State Assessment Grade 9 State Assessment</p> <p>c. Grade 5 State Assessment Grade 9 State Assessment</p> <p>d. Grade 5 Local Assessment Grade 9 Local Assessment</p>

V. PHYSICAL ACTIVITY AND LIFETIME WELLNESS
B. Responsible Personal and Social Behavior In Physical Activity Settings

What All Students Should Know	What All Students Should Know	Assessment Notes
<p><i>By the end of grade 8, all students should know that</i></p> <ol style="list-style-type: none"> Seeking independence from adults, appropriately solving conflicts and understanding the need for rules, safe practices, and ethical behavior are all a part of responsible personal and social behavior. (HP 2) Physical activities build social skills, confidence, provide challenge and serve as a vehicle for self-expression. Each individual should enjoy being physically active. (HP 4) 	<p><i>By the end of grade 8, all students should be able to</i></p> <ol style="list-style-type: none"> demonstrate and show support of decisions made by game officials whether they are students, teachers or officials outside of school (2.3) describe personal and group conduct, including ethical behavior, appropriate for engaging in physical activity (2.3) distinguish between compliance and non-compliance of game rules (1.10; 4.3) work cooperatively with a group to achieve group goals in competitive as well as cooperative settings (4.6) engage in activities that provide for challenge, problem solving and decision making (4.7) recognize the influence of peer pressure by identifying positive and negative peer influences (3.1; 3.3) 	<ol style="list-style-type: none"> Grade 5 State Assessment Grade 9 State Assessment Grade 5 State Assessment Grade 9 State Assessment Grade 5 State Assessment Grade 9 State Assessment Grade 5 Local Assessment Grade 9 Local Assessment Grade 5 Local Assessment Grade 9 Local Assessment Grade 5 Local Assessment Grade 9 Local Assessment Grade 5 Local Assessment Grade 9 Local Assessment Grade 5 State Assessment Grade 9 State Assessment

What All Students Should Know	What All Students Should Know	Assessment Notes
<i>By the end of grade 8, all students should know that</i> 3. Gaining an awareness and understanding of similarities and differences among cultures, as well as individuals, helps create inclusion of all people in the physical activity setting. (HP 2)	<i>By the end of grade 8, all students should be able to</i> a. demonstrate knowledge of similarities and differences in people of various ages, gender, and abilities and the cultural significance they contribute to various games, dances and physical activities (1.10) b. acknowledge and support physical and performance limitations of self and others (4.1)	 3. Grade 5 State Assessment Grade 9 State Assessment a. Grade 5 State Assessment Grade 9 State Assessment b. Grade 5 State Assessment Grade 9 State Assessment

V. PHYSICAL ACTIVITY AND LIFETIME WELLNESS

C. Injury Prevention/Treatment and Rehabilitation

What All Students Should Know	What all Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 8, all students should know that</i></p> <ol style="list-style-type: none"> Most of the injuries associated with exercise are avoidable. Knowing proper clothing and equipment, safety guidelines and correct technique will lead to a more enjoyable and injury-free activity. (HP 4) When exercise-related injuries do occur, knowing how to identify and appropriately treat them speeds recovery and returns the individual to activity as soon as possible. (HP 4) 	<p><i>By the end of grade 8, all student should be able to</i></p> <ol style="list-style-type: none"> describe effective injury prevention practices before, during and after activity (4.7) recognize incorrect techniques and methods of stretching and exercising and discuss how these can injure the body (1.10) discuss the exercise guidelines pertinent to environmental conditions (e.g., humidity, pollen count, heat, cold) (1.10) discuss how local climate and environmental factors relate to and affect activity (e.g., dress, performance, activity selection) (1.10) identify the myths and facts of exercise, including activity, equipment and products (3.1) identify common exercise related injuries (strain, sprain, blisters) and the appropriate treatment (3.1) use technological tools and other resources to locate, select and organize information (1.4) 	<ol style="list-style-type: none"> Grade 5 State Assessment Grade 9 State Assessment Grade 5 State Assessment Grade 9 State Assessment Grade 5 State Assessment Grade 9 State Assessment Grade 9 State Assessment Grade 5 State Assessment Grade 9 Local Assessment Grade 9 State Assessment Grade 9 State Assessment Grade 9 Local Assessment

V. PHYSICAL ACTIVITY AND LIFETIME WELLNESS
A. Personal Fitness & Wellness

What All Students Should Know	What all Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 12, all students should know that</i></p> <ol style="list-style-type: none"> 1. Healthy choices and decisions regarding sports and lifetime activities require analysis and comparison of health, skill and fitness benefits derived from a variety of activities. (HP 2) 2. Assessment of current fitness ieveis, estabiishing, monitoring and adjusting fitness goals and development and implementation of a personal fitness plan to meet current and future needs is necessary for the maintenance of personal fitness. (HP 2, 4) 3. To acquire fitness for life, development of the desire to participate in daily fitness activities must occur. (HP 4) 	<p><i>By the end of grade 12, all student should be able to</i></p> <ol style="list-style-type: none"> a. make personal fitness choices by comparing and contrasting the components of health-related fitness and skill-related fitness and the benefits each offers to the development of total fitness (3.8; 4.1; 4.7) a. using a heaith-reiated fitness test to assess personal fitness levels, set fitness goals and develop a plan for self-improvement. Continue assessment periodically to guide changes in the physical activity program (4.5) a. participate regularly in health enhancing fitness activities independent of teaching mandates (4.7) b. independently and willingly participate in games, sports, dance, outdoor pursuits and other physical activities that contribute to the attainment of personal goals and maintenance of wellness (4.7) 	<ol style="list-style-type: none"> 1. Grade 9 State Assessment <ol style="list-style-type: none"> a. Grade 9 State Assessment 2. Grade 9 State Assessment <ol style="list-style-type: none"> a. Grade 9 State Assessment 3. Grade 9 Local Assessment <ol style="list-style-type: none"> a. Grade 9 Local Assessment b. Grade 9 Local assessment

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 12, all students should know that</i></p> <p>4. Basic physiological principles related to exercise enhance the development of personal fitness and should be included when designing fitness plans. (HP 1, 3, 4)</p> <p>5. Wellness refers to the quality of life involving the interactions of the physical, intellectual, emotional, social, and vocational dimensions of the individual. (HP 1, 4)</p>	<p><i>By the end of grade 12, all student should be able to</i></p> <p>a. apply the acronym FIT (Frequency, Intensity, Time) and the principles of overload, progression and specificity to a personal fitness plan (3.1)</p> <p>a. identify both short and long term effects of stress upon the individual (3.1)</p> <p>b. participate in a variety of self-selected activities that aid in stress management (4.7)</p> <p>c. determine the relationship between nutrition, exercise, and weight control by identifying nutrition and exercise as an essential element of weight control and by distinguishing between factual and fictitious ideas about weight control (3.7)</p> <p>d. evaluate the negative aspects of chemical dependency upon the body in relationship to wellness (1.6)</p>	<p>4. Grade 9 State Assessment</p> <p>a. Grade 9 State Assessment</p> <p>5. Grade 9 State Assessment</p> <p>a. Grade 9 state Assessment</p> <p>b. Grade 9 State Assessment</p> <p>c. Grade 9 State Assessment</p> <p>d. Grade 9 State Assessment</p>

V. PHYSICAL ACTIVITY AND LIFETIME WELLNESS
B. Responsible Personal and Social Behavior in Physical Activity Settings

What All Students Should Know	What all Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 12, all students should know that</i></p> <ol style="list-style-type: none"> 1. Safety practices, rules and etiquette for various physical activities in both group and individual settings is essential in developing responsible personal and social behavior. (HP 4) 2. Problem-solving and decision-making are essential components of social responsibility in physical activities. Decisions regarding social relationships are made based on personal choices but may impact others. (HP 2, 4) 3. Participation in physical activity fosters appreciation of cultural, ethnic, gender, and physical diversity. Strategies for including others from diverse backgrounds and those with physical diversities should be utilized in activity selection throughout the lifespan. (HP 4) 	<p><i>By the end of grade 12, all students should know that</i></p> <ol style="list-style-type: none"> a. independently create a safe environment for skill practice (1.10) b. accept a responsible leadership role by modeling and encouraging others to apply appropriate etiquette in physical activity settings (4.3) a. demonstrate mature personal control by acting as a neutralizer in avoiding conflict or as a mediator in settling conflict (4.7) b. compare and contrast, individually and collaboratively, how attitudes, actions, and personal choice can affect oneself, family members, and others (1.1) a. develop strategies for including persons of diverse backgrounds and abilities in physical activity (3.2) 	<ol style="list-style-type: none"> 1. Grade 9 State Assessment <ol style="list-style-type: none"> a. Grade 9 Local Assessment b. Grade 9 Local Assessment 2. Grade 9 Local Assessment <ol style="list-style-type: none"> a. Grade 9 Local Assessment b. Grade 9 Local Assessment 3. Grade 9 Local assessment <ol style="list-style-type: none"> a. Grade 9 Local Assessment

V. PHYSICAL ACTIVITY AND LIFETIME WELLNESS

C. Injury Prevention/Treatment and Rehabilitation

What All Students Should Know	What all Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 12, all students should know that</i></p> <ul style="list-style-type: none"> Exercise related injuries can be reduced if prevention strategies such as warm-up and cool-down, proper skill technique, use of protective equipment and proper conditioning are employed. The ability to discern between myth and fact are also important injury prevention strategies. (HP 4) Proper treatment for exercise related injury aids in recovery rate for return to exercise. Administering emergency treatment to others such as basic first aid and CPR is important. An awareness of how to activate Emergency Medicine System (EMS) is also necessary. (HP 4, 7) Rehabilitation for an exercise related injury is paramount for an efficient recovery and return to exercise. Regaining range of motion, strength and coordination and sports specific movement are included in the hierarchy of rehabilitation. (HP 4) 	<p><i>By the end of grade 12, all student should be able to</i></p> <ul style="list-style-type: none"> a. use proper injury prevention techniques during practice and game play (4.7) b. gain an understanding of exercise related injuries and maladies such as sprains, strains, wounds, and exercise induced asthma (1.10) a. distinguish between life-threatening and non-life threatening injuries and when to seek medical attention (1.10) b. demonstrate competence in basic first aid and CPR (4.7) a. display an awareness of when to seek medical advice for rehabilitation and the importance of following rehabilitation protocol (1.10) 	<ul style="list-style-type: none"> 1. Grade 9 Local Assessment <ul style="list-style-type: none"> a. Grade 9 Local Assessment b. Grade 9 State Assessment 2. Grade 9 State Assessment <ul style="list-style-type: none"> a. Grade 9 State Assessment b. Grade 9 Local Assessment 3. Grade 9 State Assessment <ul style="list-style-type: none"> a. Grade 9 State Assessment